

Paris Elementary

32 E. Belvue Road
Taylors, South Carolina 29687

Grades	PK-5 Elementary School	
Enrollment	589 Students	
Principal	Sue Anne Link	864-292-7569
Superintendent	Phinnize J. Fisher, Ed.D.	864-241-3456
Board Chair	Charles J. Saylor	864-322-9053

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	39	10	0	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 14 out of 15 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Good	Below Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	No

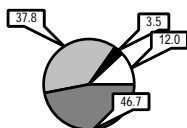
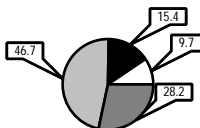
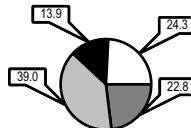
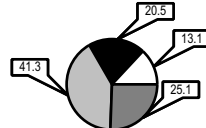
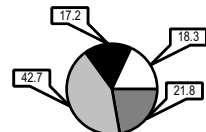
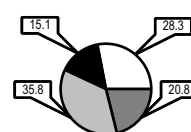
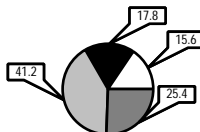
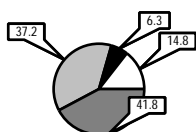
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

95.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	272	100.0	12.0	37.8	46.7	3.5	62.2	Yes	Yes
Gender									
Male	145	100.0	15.9	41.3	39.9	2.9	55.8		
Female	127	100.0	7.4	33.9	54.5	4.1	69.4		
Racial/Ethnic Group									
White	224	100.0	10.6	34.7	50.5	4.2	66.7	Yes	Yes
African American	33	100.0	17.9	57.1	25.0	0.0	39.3	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	223	100.0	7.6	35.1	53.6	3.8	70.1		
Disabled	49	100.0	31.3	50.0	16.7	2.1	27.1	I/S	Yes
Migrant Status									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	271	100.0	12.0	37.8	46.7	3.5	62.2		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	100.0	11.0	38.2	47.2	3.5	63.0		
Socio-Economic Status									
Subsidized meals	77	100.0	17.9	50.7	31.3	0.0	38.8	Yes	Yes
Full-pay meals	195	100.0	9.9	33.3	52.1	4.7	70.3		

Mathematics – State Performance Objective = 36.7%									
All Students	272	100.0	9.7	46.7	28.2	15.4	61.8	Yes	Yes
Gender									
Male	145	100.0	10.9	47.1	30.4	11.6	58.7		
Female	127	100.0	8.3	46.3	25.6	19.8	65.3		
Racial/Ethnic Group									
White	224	100.0	7.4	45.4	31.0	16.2	65.7	Yes	Yes
African American	33	100.0	21.4	50.0	17.9	10.7	42.9	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	223	100.0	5.2	44.5	31.3	19.0	69.2		
Disabled	49	100.0	29.2	56.3	14.6	0.0	29.2	I/S	Yes
Migrant Status									
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	271	100.0	9.7	46.7	28.2	15.4	61.8		
English Proficiency									
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	100.0	8.7	46.9	28.7	15.7	63.0		
Socio-Economic Status									
Subsidized meals	77	100.0	19.4	62.7	14.9	3.0	34.3	No	Yes
Full-pay meals	195	100.0	6.3	41.1	32.8	19.8	71.4		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	272	99.6	24.0	39.1	22.9	14.0	36.8
Gender							
Male	145	99.3	24.8	37.2	24.8	13.1	38.0
Female	127	100.0	23.1	41.3	20.7	14.9	35.5
Racial/Ethnic Group							
White	224	99.6	19.5	40.0	25.1	15.3	40.5
African American	33	100.0	46.4	39.3	7.1	7.1	14.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	223	99.6	19.5	39.5	24.8	16.2	41.0
Disabled	49	100.0	43.8	37.5	14.6	4.2	18.8
Migrant Status							
Migrant	1	100.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	271	99.6	24.0	39.1	22.9	14.0	36.8
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	99.6	22.9	39.5	23.3	14.2	37.5
Socio-Economic Status							
Subsidized meals	77	100.0	50.7	40.3	7.5	1.5	9.0
Full-pay meals	195	99.5	14.7	38.7	28.3	18.3	46.6

Social Studies							
All Students	272	99.3	12.8	41.5	25.2	20.5	45.7
Gender							
Male	145	98.6	16.8	32.8	27.7	22.6	50.4
Female	127	100.0	8.3	51.2	22.3	18.2	40.5
Racial/Ethnic Group							
White	224	99.1	9.3	40.9	26.5	23.3	49.8
African American	33	100.0	35.7	42.9	17.9	3.6	21.4
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	223	99.1	10.5	40.5	24.8	24.3	49.0
Disabled	49	100.0	22.9	45.8	27.1	4.2	31.3
Migrant Status							
Migrant	1	0.0	N/A	N/A	N/A	N/A	N/A
Non-Migrant	271	99.6	12.8	41.5	25.2	20.5	45.7
English Proficiency							
Limited English Proficient	5	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	267	99.3	11.9	42.3	24.9	20.9	45.8
Socio-Economic Status							
Subsidized meals	77	100.0	25.4	53.7	19.4	1.5	20.9
Full-pay meals	195	99.0	8.4	37.2	27.2	27.2	54.5

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	82	100.0	10.4	19.5	54.5	15.6	70.1
	4	89	100.0	15.9	38.6	40.9	4.5	45.5
	5	82	100.0	20.5	42.3	34.6	2.6	37.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	93	100.0	9.0	20.2	62.9	7.9	70.8
	4	84	100.0	17.7	35.4	45.6	1.3	46.8
	5	95	100.0	9.9	57.1	31.9	1.1	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	82	100.0	9.1	46.8	28.6	15.6	44.2
	4	89	100.0	5.7	48.9	30.7	14.8	45.5
	5	82	100.0	20.5	41.0	21.8	16.7	38.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	93	100.0	9.0	42.7	34.8	13.5	48.3
	4	84	100.0	7.6	41.8	32.9	17.7	50.6
	5	95	100.0	12.1	54.9	17.6	15.4	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	93	98.9	21.6	40.9	29.5	8.0	37.5
	4	84	100.0	20.3	34.2	25.3	20.3	45.6
	5	95	100.0	29.7	41.8	14.3	14.3	28.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	93	98.9	8.0	28.4	30.7	33.0	63.6
	4	84	100.0	10.1	49.4	24.1	16.5	40.5
	5	95	99.0	19.8	47.3	20.9	12.1	33.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 589)				
First graders who attended full-day kindergarten	95.3%	Up from 93.8%	100.0%	100.0%
Retention rate	1.8%	Down from 2.5%	2.2%	3.0%
Attendance rate	96.2%	Down from 96.5%	96.6%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	No change	2.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	No change	2.0%	3.2%
Eligible for gifted and talented	22.7%	Down from 24.5%	20.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.6%	Up from 10.5%	7.3%	8.2%
Older than usual for grade	0.2%	Down from 0.4%	0.5%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.5%	Down from 1.0%	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	51.5%	Down from 62.5%	55.0%	52.6%
Continuing contract teachers	75.8%	Down from 87.5%	86.5%	83.3%
Highly qualified teachers	96.9%	Up from 96.6%	95.1%	93.5%
Teachers with emergency or provisional certificates	3.4%	No change	0.0%	0.0%
Teachers returning from previous year	90.1%	Down from 92.9%	87.2%	87.0%
Teacher attendance rate	95.8%	Up from 95.0%	95.5%	95.0%
Average teacher salary	\$43,579	Up 0.6%	\$42,839	\$41,703
Prof. development days/teacher	11.5 days	Up from 7.2 days	11.9 days	12.8 days
School				
Principal's years at school	12.0	Up from 11.0	5.0	4.0
Student-teacher ratio in core subjects	21.9 to 1	Up from 21.2 to 1	20.3 to 1	18.8 to 1
Prime instructional time	90.9%	Down from 91.0%	90.8%	89.8%
Dollars spent per pupil*	\$4,629	Down 16.7%	\$5,769	\$6,242
Percent of expenditures for teacher salaries*	69.8%	Up from 63.3%	68.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.5%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	Up from Good	Excellent	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	92.8%		89.4%	
Highly qualified teachers in high poverty schools	95.5%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Paris Elementary, a Red Carpet School, is a truly unique educational setting. Nestled at the base of Paris Mountain, the school is rich with tradition and history. The new school building is adjacent to the old one, and we maintain close ties to the history of the Paris community, including the grounds of Camp Sevier, a World War I training ground. The school continues to be a focal point of this community.

Reading Around the World in 180 Days was our yearlong focus. Students, parents, and faculty logged over 250,000 hours of reading. Our "reading miles" took us around the world with a culminating Hawaiian celebration in May. Library circulation increased by 11,000 titles because of this renewed focus on reading.

All academic programs at the school are student-centered and researched to ensure the best possible education for our students. Our reading and language arts program is based on Pat Cunningham's 4-blocks method. We use this in conjunction with the Accelerated Reader program to better serve the individual needs of our children. Our math program employs hands-on and dynamic project-oriented approaches. We also enhance our math program with Math Superstars to promote individual standards-based learning while focusing on creative and higher order thinking skills. Our teachers are well-trained to provide an exciting combination of all subjects to teach standards-based thematic units. Having over 60% of our faculty with master's degrees or higher, 2 Nationally Board Certified teachers, and 5 Top-Ten district Teachers of the Year, our teachers serve their students with a wealth of knowledge that is shared across the grade levels.

The success of our school has to do with support from a variety of groups such as: AmeriCorps, Piedmont Park Fire Dept., and MetLife. Our PTA logged over 111,000 volunteer hours. These volunteers read to students, help in classrooms, implement the SEEDS reading program, and help with general school maintenance and beautification projects such as creating Butterfly gardens to assist with Paris' Official Schoolyard Habitat status, completing a water pond, and planting a science garden. Together with the community, district leadership, and a well-trained, motivated staff, Paris Elementary offers an outstanding learning environment that allows students to become successful members of our community.

Sue Anne W. Link, Principal
 Bob Grant, Assistant Principal
 Sharon Foster, SIC Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	35	82	59
Percent satisfied with learning environment	100.0%	93.9%	91.4%
Percent satisfied with social and physical environment	100.0%	97.5%	96.6%
Percent satisfied with school-home relations	100.0%	93.9%	79.7%

*Only students at the highest elementary school grade level at this school and their parents were included.